



BALRANALD CENTRAL SCHOOL

Student Discipline Policy and Behaviour Code for Students

BALRANALD CENTRAL SCHOOL DISCIPLINE POLICY

The school discipline policy outlines how discipline is implemented in the school. It will inform and guide students, staff and parents* about the aims, underlying philosophy, expectations, strategies and responsibilities for student discipline.

* The term 'parent' includes a guardian or other person having custody or care of a child. (Education Act 1990)

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

BEHAVIOUR CODE FOR STUDENTS - THE CORE RULES IN NSW GOVERNMENT SCHOOLS

All students in NSW government schools are expected to:

- Respect other students, their teachers, school staff and community members.
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

RATIONALE

This policy is based on the NSW Department of Education Wellbeing Framework which recognizes that schools need to be responsive to the numerous influences impacting our students. This requires an integrated approach to support the cognitive, emotional, social, physical and spiritual wellbeing of our students within the continually changing context of quality teaching and learning.

AIMS OF OUR POLICY

This school aims to create a culture that encourages students to grow academically, socially and culturally. Its structures and programs are constantly being evaluated and modified to encourage this culture.

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

Behaviour is the way a student relates to and responds to fellow students, teachers, parents and the physical environment.

The school's behaviour management program is a system that supports the schools' and community expectations in a partnership agreement. This consists of **positive relationships, rules, rewards and sanctions** designed to progressively develop responsibility and self-discipline in students.

Our system will focus on three key issues:

- Students must learn to be responsible for their own behaviour
- Students have choices if they choose to break the rules there will be consequences
- Behaviour has consequences both positive and negative.

The Code of Behaviour encourages students:

- To develop self-reliance
- To take responsibility for their own welfare and development
- To contribute to the welfare of others
- To contribute to the life of the school community
- To show due respect to staff, both teaching and non-teaching (administrative, canteen, cleaning staff), other students and visitors.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

The Code of Behaviour sets out the responsibilities that the members of the School Community have, particularly the students, and the rights that they can expect to enjoy.

RESPONSIBILITIES <i>I have the responsibility to:</i>	RIGHTS <i>Expectations:</i>
<ul style="list-style-type: none"> • Listen to all speakers with courtesy • Take turns • Use manners at all times • Cooperate with adults and others • Develop positive and respectful relationships and think about the effect on relationships before acting • Tolerate others, celebrate diversity, accept others views and ideas • Show pride in our work • Be fair when dealing with others • Take care with property 	be treated with respect
<ul style="list-style-type: none"> • Use appropriate language • Follow directions of teachers • Abstain from smoking or consumption of alcohol. • Wear footwear and clothing that is safe for all practical lessons • Use sunscreen and wear a hat • Be in the right place at the right time • Care for others and refrain from verbal, written or physical bullying of other students or teachers • Behave in a responsible manner whilst travelling to and from school or whilst participating in school excursions or other activities. 	Follow School and Class Rules expect the school to provide an environment in which all students can be safe and secure
<ul style="list-style-type: none"> • Come to school everyday • Be prepared • Follow instructions positively • Wear full school uniform • Learn as much as possible • Do your best at all times • Be on time • Aspire and strive to achieve the highest standards of learning 	Strive for highest standards in learning Receive a quality education and to experience success in school and be rewarded for achievement, effort and improvement.

<ul style="list-style-type: none"> • Be honest • Follow teacher directions • Listen attentively • Use appropriate language • Take personal responsibility for behavior and actions • Care for self and others • Behave responsibly • Play by the rules • Be tolerant of different attitudes, appearances, beliefs and values • Not harass, vilify or discriminate against others 	<p>Respect all members of the school community and show courtesy to all students, teachers and community members</p>
<ul style="list-style-type: none"> • Listen to what others have to say • Negotiate and resolve conflict with empathy • Accept that others may have views and ideas that are different to mine • Be able to voice and opinion in an appropriate manner and at the appropriate time. 	<p>Resolve conflict respectfully, calmly and fairly</p>
<ul style="list-style-type: none"> • Wear school uniform at all times • Wear a hat • Wear protective shoes for practical subjects 	<p>Comply with the school's uniform policy or dress code</p>
<ul style="list-style-type: none"> • Attend school regularly • Arrive at school and class on time • Be prepared for every lesson • Actively participate in learning 	<p>Attend school every day (unless legally excused)</p>
<ul style="list-style-type: none"> • Respect the property and possessions of others • Care for your own property • Keep the school free from litter and graffiti and assist with its removal, if necessary 	<p>Respect all property</p>
<ul style="list-style-type: none"> • Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools 	<p>Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools</p>
<ul style="list-style-type: none"> • Not bully, harass, intimidate or discriminate against anyone in our schools 	<p>Not bully, harass, intimidate or discriminate against anyone in our schools. Be safe at school, be free from discrimination, harassment and vilification.</p>

At Balranald Central School we expect students to display the above behaviours at all times. Students are supported through various educational and curriculum initiatives to build an understanding of these values and beliefs.

PBL is a school systems approach to enhance the capacity of schools to teach and succeed with all students. This work is done by establishing a school-wide management framework which:

- Clearly defines outcomes that relate to academic and social behaviour.
- Has clear, consistent, durable systems that support the work of staff.
- Has effective efficient teaching practices that support student success.
- Uses relevant school data to guide decision making.

PBL is a broad range of systematic and individualised strategies for achieving important social behaviour and learning outcomes. At Balranald Central School, we believe that students should experience success not only in their learning, but in positive relationships, developing a sense of wellbeing, and being able to make a positive contribution to others both at school and in the wider community.

PBL is an integration of:

- valued learning outcomes.
- research validation school systems and practices.
- the science of human behaviour.
- organisational frameworks to maximise effective school systems change.

In the classroom we...	On school grounds we...	In the community we...
<i>Are respectful</i>	<i>Are respectful</i>	<i>Are respectful</i>
when we...	when we...	when we...
<ul style="list-style-type: none"> • Acknowledge the rights of others to hold and express their views. • Speak to and treat each other with kindness and courtesy. • Listen with understanding and empathy. • Value our right to learn. 	<ul style="list-style-type: none"> • Are inclusive of each other. • Speak to and treat each other with kindness and courtesy. • Take care of and appreciate our environment. 	<ul style="list-style-type: none"> • Are courteous and attentive to the needs of others. • Speak to and treat each other with kindness and courtesy. • Take care of and appreciate the environment. • Are ambassadors for Balranald Central School.
<i>Are responsible</i>	<i>Are responsible</i>	<i>Are responsible</i>
when we...	when we...	when we...
<ul style="list-style-type: none"> • Contribute to each other's learning. • Contribute to a safe and positive learning environment. • Take an active role in our own learning. • Take care of our learning resources. 	<ul style="list-style-type: none"> • Take care of and appreciate our environment. • Look out for each other's wellbeing. • Lead by example. 	<ul style="list-style-type: none"> • Are conscious of the way we present ourselves in public. • Make the most of all learning opportunities. • Contribute positively.
<i>Show care</i>	<i>Show care</i>	<i>Show care</i>
when we...	when we...	when we...
<ul style="list-style-type: none"> • Are friendly to each other. • Show empathy. • Embrace diversity. • Celebrate each other's successes. • Work cooperatively and independently. 	<ul style="list-style-type: none"> • Are friendly to each other. • Show empathy. • Embrace diversity. • Look out for each other. • Treat each other fairly and equally. • Are inclusive of each other. 	<ul style="list-style-type: none"> • Are welcoming of others. • Build networks within the community. • Contribute time and effort to enrich our local area.
<i>Do our personal best</i>	<i>Do our personal best</i>	<i>Do our personal best</i>
when we...	when we...	when we...
<ul style="list-style-type: none"> • Participate. • Try our hardest. • Set goals and strive to achieve them. • Celebrate our own achievements. 	<ul style="list-style-type: none"> • Contribute positively. • Co-operate with teachers and peers. • Care for our health and hygiene. 	<ul style="list-style-type: none"> • Contribute positively. • Co-operate with community members. • Care for our health and hygiene. • Celebrate our own achievements.

PBL has a teaching focus where emphasis is placed on:

- Teaching behaviour expectations explicitly.
- Maximising academic engagement and success.
- Using teaching to remediate behaviour errors before resorting to punishment.

PBL at our school is committed to building a school which:

- Reinforces the values of the NSW Department of Education.
- Facilitates a commitment to achievement.
- Builds a foundation of life-long learning.
- Provides an environment where all students, regardless of diversity, disadvantage or disability can reach their highest potential.
- Allows students at Balranald Central School to experience success each day.

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

Balranald Central School recognises the need for acknowledgement and positive reinforcement of appropriate behaviour and achievement of students. Examples of ways in which this will be achieved include:

Whole School Award System

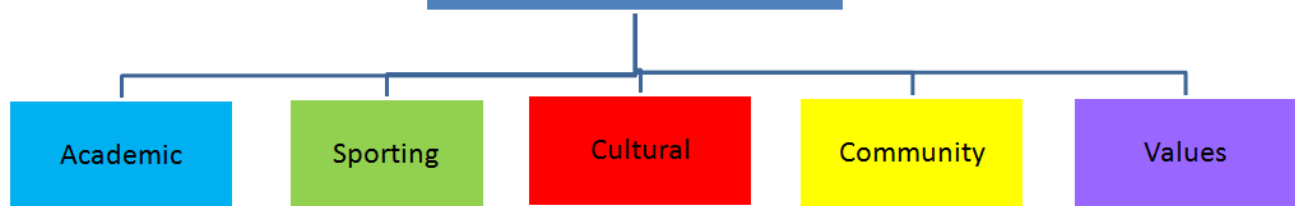
Student of the week awards

Every week class teachers present awards linked to our school expectations and their achievements are celebrated in the newsletter.

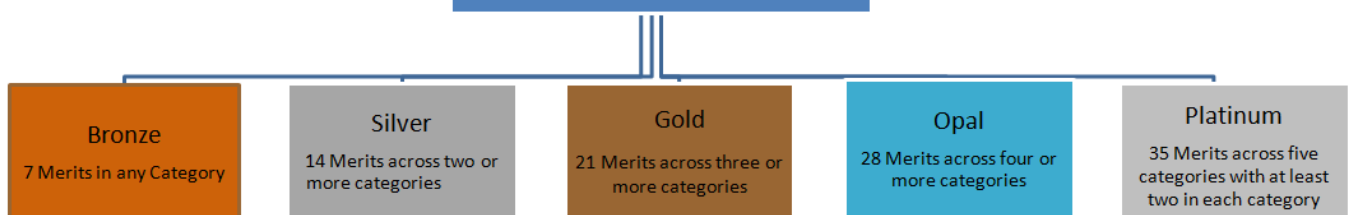
In class rewards

Merit and Award System

Merit Categories



Award Categories



ACADEMIC	SPORTING	CULTURAL	COMMUNITY	VALUES
<ul style="list-style-type: none"> • Top Mark in an Assessment task. • Any Student who receives an A in an assessment task. • Recognise participation and achievement in external optional competitions/exams. E.g. ICAS • Completing homework 5 times per Year Level/KLA. • Completing home readers for 25 nights. • Significant improvement in an assessment task. (Teacher Judgement – guideline – One per task with Year Level of less than ten students and two per task with Year Level of more than ten students. • Four or more B grades on student reports. • Consistent application in the classroom across four weeks. (Teacher Judgement – Guideline of three per term per Year Level /KLA.) • Principal Award • Assistant Principal Award • Head Teacher Award 	<ul style="list-style-type: none"> • Age champions and Runner-up Age Champion at the school athletics, cross country and swimming carnivals. • Participate in five (Secondary) or four (Primary) or more events at the swimming and athletics carnival. • Demonstrating sportsmanship during Thursday afternoon sport. (Teacher Judgement - Guideline of three per teacher per term) • Demonstrating significant skill improvement in the same sport during a series of Thursday afternoon sport lessons. (teacher Judgement -Guideline of 3 per teacher) • Leadership in sport. E.g. helping younger students with skill development over a period of time. • Team captain recognition • Representing the school in any sport. • Representing the region in any sport. • Representing the Riverina in any sport. • Representing NSW in any sport. • Representing Australia in any sport. • Principal Award • Assistant Principal Award • Head Teacher Award 	<ul style="list-style-type: none"> • ANZAC Day participation. • NAIDOC – assisting with preparation. E.g. art materials • Public Speaking events • Debating Team • Active participation in indigenous and other cultural activities. • Eisteddfod participation • Eisteddfod achievement • School Choir - representation • Art competitions • Public performances • School Band – regular participation and contributions. • Art Club – regular participation • Dance groups • Active participation in voluntary cultural excursions. (Teacher Judgement) • Principal Award • Assistant Principal Award • Head Teacher Award 	<ul style="list-style-type: none"> • Recognition as an SRC representative. • Participating in three SRC events. • Participation in Leadership events • Volunteering e.g. Athletics carnival and canteen or other school service. • School ambassadors • Community Service • Commitment to community projects. • Representing school in community events. • Supporting P&C • Volunteering to support other students e.g. reading • Recommendations from community. E.g. Fruit cake competition at the Robinvale show. Or motor cross champion. • Fundraising • Completing a course Or achieving certificates unrelated to school. • Participate in any activity that benefits the school. E.g. 150th (school service) • Commendation from employer for work experience or work placement. • Principal Award • Assistant Principal Award • Head Teacher Award 	<ul style="list-style-type: none"> • Student of the week • 100% Attendance for a term. • Demonstrated consistent full uniform. E.g. target a fortnight; students with 100% correct uniform every morning receives the value merit. • Demonstrated pride in the environment. Volunteering to pick up papers, weeding gardens, planting trees etc. • Demonstrated compassion or Peer support. • Demonstrated care Works cooperatively with others and interacts positively with peers consistently box ticked for every subject. (Reports) • Demonstrated respect. Respects school values and responds to reasonable requests consistently box ticked for every subject. (Reports) • Demonstrated Responsibility. Attempts all set work, including homework and participates actively in the subject consistently box is ticked for every subject. (Reports) • Demonstrated personal best. Takes pride in work and able to work independently consistently box is ticked for every subject. (Reports) • Principal Award • Assistant Principal Award • Head Teacher Award

In class teachers acknowledge achievement, effort, application and appropriate

Verbal praise

- Tangible rewards (stickers, treasure box etc.)
- Ticks on the board next to names of students
- Providing opportunities to showcase work to other staff and principal

Whole School Term Assembly

During the whole class assembly students are recognized publicly for achievement through:

- Performances
- Sports awards
- Acknowledging attainment of positive levels

Annual Awards

- Citizenship Awards
- Effort and Achievement Certificates and Book Prizes
- Sports Awards
- Special Awards

PBL Rewards

- PBL Rewards Board – Classes work

Other Strategies to Promote Positive Behaviour

- ✓ Ongoing feedback to students for appropriate behaviour
- ✓ Staff modelling of consistent, caring and controlled behaviour
- ✓ Use of merit cards and certificates, awards and trophies
- ✓ Commendations and recognition at assemblies, in the weekly newsletters and at special occasions
- ✓ Regular contact with parents and caregivers
- ✓ Verbal praise and recognition
- ✓ Participation in PSSA competitions, inter-school debating, chess and Central speaking, language, art, computer, English, mathematics, science, environmental and web-based competitions
- ✓ Recognition of students with special needs, remediation and programs for gifted and talented students
- ✓ Home Reading program and awards

Student Leadership

Year 6 and Year 12 students are elected each year as school captains. Their main role is to coordinate assemblies and to represent the school at official events such as ANZAC Day Ceremonies. Students are also elected as sports house captain for Yanga and Mungo and play a very important role organizing teams for athletics and swimming carnivals. Students from each grade year 3-12 are nominated to represent the student body on the SRC.

Students don't have to be school captains or house captains to be considered leaders. We encourage our students to be leaders in the classroom and playground, through their support for other students, or their involvement in academic, sporting, cultural or community events and projects.

Year Advisors

Each year group in secondary is assigned a Year Advisor who they meet with on a regular basis. The role of the Year Advisor is to provide support and guidance to students as they progress through secondary school.

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE BEHAVIOUR

Students require clear limits and guidelines in order to function effectively in a community and to learn to their full potential in a safe and caring environment.

EBS on track is used at Balranald Central School. It is a departmental behaviour system for positive and negative behaviours. Staff record positive and negative actions on line and are able to pass on necessary incidents to executive, school counsellor or other relevant staff.

BEHAVIOUR TYPE (examples)	ACTION (examples)
LOW LEVEL MISBEHAVIOUR	<i>Class Teacher</i>
<i>Behaviour which disrupts own learning</i>	
<ul style="list-style-type: none"> • Pea shooting • Unwanted physical contact • Accidental swearing • Occasional calling out • Not working / not trying • Occasionally out of seat • Not prepared for class • Showing off / silly behaviour • Not following instruction. Not listening • Chewing gum • Failure to complete homework (Secondary) • Low level arguing • Disrupting class • Deliberate slow work rate / not working to ability • Repeatedly getting out of seat • Teasing 	<p>It is expected that teachers will use their professional judgement, experience and individual class management plan in the action they take for each low level misbehaviour</p> <ul style="list-style-type: none"> • Warning • Speak to student one on one • Name on board • Move student • Stand close to disruptive student • Reinforce class rules and consequences • Change or vary strategy • Seating plan if necessary • Removal of privileges • Detention • Reinforce 'hands off' policy

BEHAVIOUR TYPE (examples)	ACTION (examples)
MEDIUM LEVEL MISBEHAVIOUR	<i>Teacher</i>
<i>Behaviour which disrupts the learning of others and self</i>	
<ul style="list-style-type: none"> • Provoking others • Continued arguing • Taking other's property • Throwing dangerous objects in class • Persistent talking • Intimidating / bullying behaviour • Rude or belligerent to others • Racism • Swearing • Ignoring teacher / rude to teacher • Failure to attend detention • Wilful damage of public / private property 	<p>It is expected that teachers will use their professional judgement, experience and individual class management plan in the action they take for each medium level misbehaviour. Individual teacher to be responsible for action.</p> <ul style="list-style-type: none"> • Entered onto EBS on track – class teacher to follow-up • Isolation within classroom • Detention • Counselling / Year Adviser referral • Seating plan
HIGH LEVEL MISBEHAVIOUR	<i>AP/Deputy/Principal</i>
<i>Behaviour which severely disrupts the class or intentionally harms other student/s</i>	
<ul style="list-style-type: none"> • Fighting / hitting • Destruction of school property • Use of prohibited / illegal substances • Vandalism • Bullying • Explicit sexism • Weapons at school • Swearing – directed • Physical abuse • Abusive language • Aggressive behaviour • Damaging other's property • Aggressive language / behaviour to a teacher or student outside of school 	<ul style="list-style-type: none"> • EBS On Track referral to HT/AP/Deputy/Principal • Head Teacher/Assistant Principal may interview, have student write a statement and pursue withdrawal, in school isolation or suspension depending on the situation • HT/AP to enter information into EBS On Track. • Exceptional cases such as weapons and substance need to be referred directly to Deputy or Principal. • Parents contacted

At times students will meet with a member of the executive to discuss the consequences for their behaviour. They may be expected to attend a session in their free time to think/ reflect on their behaviour where they may complete a reflection sheet.

Parents may be contacted when the student's behaviour is inappropriate. Children can be placed on monitoring cards and attend sessions with executive to discuss feedback from their teachers.

Depending on the circumstances students may be withdrawn from the playground or classroom to work independently under the supervision of a member of the executive.

To ensure the safety and wellbeing of all staff and students there may be times where students will be suspended from school.